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ABSTRACT

Distance education--adult independent study by correspondence--is provided in South Australia by the Open College of Further Education. The Open College provides mainly postsecondary continuing vocational education and technical training, often leading to certificates or diplomas. In addition, the Open College has links with institutions of higher education through which students may take graduate and inservice teacher training courses. The Open College is part of the Department of Further Education network of colleges, and shares faculty and teaching materials with other network colleges. Open College was started at the beginning of the 1970s and grew with the decade. Thousands of students have taken courses, and more than 32,000 have graduated. The college serves not only the rural population, but also many metropolitan students who find it difficult to attend regular continuing education classes because of work or home schedules, commuting costs, or personal preference for independent study. Students who have taken distance education courses have responded with very positive comments about their experiences. (The Open College publishes a student newspaper, a copy of which is included in this document.) (KC)

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SUBMISSION TO COMMITTEE OF ENQUIRY INTO EDUCATION IN SOUTH AUSTRALIA

occasional paper number 9

DISTANCE EDUCATION

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WALLACE , M. J. FAIRBROTHER , R. R.

DEPARTMENT OF FURTHER EDUCATION

CE030191

occasional paper number 9

DISTANCE EDUCATION

AUTHORS :

STANFORD , B. K.
WALLACE , M. J.
KEEGAN , D. J.
FAIRBROTHER , R. R.

This study is one of a series of papers prepared on request of the Director-General of Further Education for submission to the Committee of Enquiry into Education in South Australia. It has been prepared in consultation with a number of staff of the Department of Further Education but responsibility for the content rests with the authors.

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"I am unable to go out for any length of time, I do my study lying down, as I cannot sit for very long without pain. Finding this College of External Studies was a Godsend."

"The year before enrolling at the College I attended English night classes at a College of Further Education. Towards the end of the course I realised that my main problem lay in the writing of essays and that 3 hours attendance a week at a "live" class did not help in remedying that problem. I believe that I have improved considerably in that field since I have started the English course by correspondence. This is due to the booklets which contain all the necessary information and guidance for writing good essays and to the numerous and most helpful corrections of the essays by my tutor".

"I am particularly grateful for the opportunity to learn that External Studies has given me. I'm not sure if it's selfish to seek knowledge for its own sake, but I do know that the courses I have taken have brought me happiness and personal enrichment. Through knowledge I have increased my understanding of other people, life in general and myself in particular, a state which I find has added greatly to my enjoyment of my middle age! I hope to continue with external studies for as long as we both last."

"My husband has two night classes a week, and with three children—the eldest 3½ years old, it was too difficult for me to get to class, but I needed to use my brain for more than changing nappies! This method was ideal."

"I have enjoyed studying this year, and must state that I have found my tutor, Mr. . , to be very helpful and concerned throughout the whole course. I only hope my results come up to his expectations and his work is rewarded."

"My original reason for enrolling, was simply to do a number of "catch up" courses so that I could enrol in conventional night school classes. I liked this method of study so much that I decided to stay with it."

"I chose the course because I felt with night classes a great deal of time was wasted with other students' problems whilst the tutor was answering these everyone was losing time. I felt the ease of learning with correspondence lay in the simplicity of the lay out of the course. Tutorials etc. bog it down."

"Being a sensitive person, I found that studying externally, I avoided the competition group study. **I did not have to concern myself with those talented students.**"

"Recommendations of submission times for assignments should be made for only the first two assignments. Otherwise I feel pushed—I like to work to my timetable. Otherwise, dear College, I love you just the way you are."

"I'd like to add that I've studied Matriculation French at the . . . Technical College in Sydney for three months by attending "live classes" and about 5–6 months with the College of External Studies, and in my case, I have found the latter method, by far, more beneficial to me."

"My personal excitement at making myself apply my mind to a need to think overcame the early difficulties."

"I tend to make decisions about what extra study I will do rather than relying on a tutor to tell me. Therefore, I feel that I am learning more at home where specific learning hours are not set—as in a class—i.e. I read more."

"I am more than delighted with the assignments which have been sent to me in the past and hope you will always be able to continue with this worthwhile scheme."

"I liked the idea of having assignments to do regularly—it meant disciplining oneself, not wasting time and having a constant interest away from the monotony of everyday living."

"I found the first assignment especially easy. It was a sort of challenge and I couldn't wait to really get into the core of the course."

"To test my ability to study after a long absence. Doing it at home has allowed me to test my ability without the competitiveness of a classroom situation."

"I have been most happy with the college and only regret I haven't more time in which to take advantage of all the help offered."

Source: Unsolicited comments received from students during a preliminary survey into Motivation for Enrolment in External Studies, *1978.*

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1. SYNOPSIS

The external studies provision for technical and further education is undertaken by the Open College of Further Education (O.C.F.E.).

Open College materials are used by other Department of Further Education (D.F.E.) colleges and Open College is therefore an essential, specialist resource within the D.F.E. network of colleges - a network which spans metropolitan and country areas.

The Open College closely parallels the Basic Distance Education Model outlined in Appendix A. This representation however is an over-simplification of the structure and operations of the Open College and the following features of structure and operations should be appreciated:

- The College makes extensive use of the D.F.E. network of twenty-seven other colleges to develop areas of co-operation and joint initiatives; these colleges provide counselling and information services for students enrolled or wishing to enrol at the Open College. Some country colleges have undertaken joint publicity - showing the country college offerings with the complementary offerings of the Open College.

- It provides a central resource for the production and distribution of teaching and learning materials with specialist staff who work closely with staff in the network of colleges in the development of materials from local initiatives. Staff also produce materials within the College using a team approach to course development projects.

- Open College provides a core of specialist teaching staff whose services are tapped by the network of colleges for particular projects, for example Technical Studies staff have been used for transition education sessions in Kadina and for aboriginal education projects in Mimili; Rural Studies staff undertake a specialist co-ordinating role in the development of many of the subjects.

- The development of Open College as a state-wide resource as well as a specialist external studies teaching College enables the D.F.E. to deliver some courses with low student numbers in a cost/effective manner across the state and provide access which would otherwise be unavailable to country students and students who wish to learn by external studies for reasons outlined in section 4.

- Open College, in the provision of external studies provides back-up support services for students in the form of counselling opportunities for country and metropolitan seminars and access to the services of the College's Learning Resource Centre for both country and metropolitan students. All teaching staff are expected to provide specialist counselling and information services as well as implement follow-up procedures with students. Major concerns within the teaching schools relate to start rates and completion rates and methods of improving these rates.

The Open College is an integral part of the D.F.E. network of colleges performing a specialist and complementary role within the Department in terms of resource-based learning. It is therefore congruent with the

D.F.E.'s commitment to develop and increase resources in terms of alternate teaching/learning modes.

The nature of and demand for courses and the type of adult enrolling for courses make Open College the State's most significant and diverse provider of external courses in the tertiary sector. The provision, in response to demand, is almost totally vocational. In 1979, 96.5% of individual enrolments was for vocational subjects, and the remaining 3.5% of individual enrolments was for enrichment or leisure subjects. In terms of student hours, enrichment or Stream 6 courses represented only 2.3% of the total student hours attributed to O.C.F.E. The only other D.F.E. college which shows a higher ratio of vocational to enrichment enrolments is Regency Park Community College (see D.F.E. Annual Report, 1979 and "Departmental Statistics", 1979, Tables 3 and 5).

The diversity and breadth of external Technical and Further Education (TAFE) courses offered are reflected by the fact that some 300 subjects in Streams 1-5 are taught by the College's two Schools of Business, Rural and Technical Studies and General Studies. In pursuit of most of these subjects students can gain certificates or matriculation status, all of which are vocational or pre-vocational awards.

> "It is my feeling that the world is going through a crisis in education that is comparable to the energy crisis - except that as yet we are unaware of the magnitude of the problem we face. I believe that the system of distance learning, coupled with its adaptation to individualised self-paced instruction, offers one of the few practicable solutions."
>
> Lord Perry, First Vice-Chancellor, Open University, 1978

2. DEFINITION OF DISTANCE EDUCATION

'Distance Education' is a generic term that includes the range of teaching/learning strategies referred to as 'correspondence education/study' at further education level in the United Kingdom, 'distance teaching' or 'teaching at a distance' by the Open University of the United Kingdom, 'home study' at further education level and 'independent study' at higher education level in the United States of America, and frequently 'external studies' at all levels in Australia.

Distance education programmes are characterised by the separation of the teacher and the learner, by the use of a technological means of communication, usually - but not necessarily - print, to replace the interpersonal communication of conventional education and by the teaching of people as individuals and not in groups.

A COMPREHENSIVE DEFINITION OF DISTANCE EDUCATION INCLUDES THE FOLLOWING ELEMENTS

- the separation of teacher and learner which distinguishes it from face-to-face lecturing;
- the influence of an educational organisation which distinguishes it from private study;
- the use of technical media, usually print, to unite teacher and learner and carry the educational content of the course;
- the provision of two-way communication so that the student may benefit from, or even initiate, dialogue;
- the teaching of people as individuals and not in groups with the possibility of occasional meetings for both didactic and socialisation purposes.

Programmes corresponding to this definition were first offered one hundred years ago at further education level in the United Kingdom, Western Europe, Scandinavia and the United States of America. Higher education programmes followed before the end of the nineteenth century both in the United States and Canada.

Australia has a long standing record of achievement in this field of education. The Victorian Correspondence School was founded in 1909 and by the 1920s there was a Correspondence School or schools in each State. Each State has developed a Technical Correspondence School or College of External Studies to provide distance education programmes at technical and further educational level. In the sector later to be known as the advanced education sector, Royal Melbourne Institute of Technology and Western Australian Institute of Technology were amongst the earliest providers. The Universities of Queensland (from 1911) and Western Australia pioneered external studies work in higher education.

In South Australia distance education programmes began in 1920 with the foundation of the S.A. Correspondence School. The Technical Correspondence

School, from which the Open College of Further Education evolved, was founded in 1946.

Two separate correspondence schools therefore existed within one Education Department in South Australia with each school servicing a different clientele - the Correspondence School serviced school-age students while the Technical Correspondence School provided external studies courses for adults. This situation exists today (see Section 7 page 22) with co-operation between the institutions.

Teacher education programmes at a distance, now part of the advanced education sector, commenced in 1962. As yet there is no formal provision for university education at a distance in this State.

3. CONTEMPORARY CONTEXT (1970 - 1980)

3·1 THE DECADE OF THE 1970s

The decade of the 1970s may well prove a watershed for distance education. From being regarded as the "cinderella" of the educational spectrum, distance education programmes gained in status and influence. They seemed to complement changes in people's lifestyle and work patterns in the late 1970s, were able to use developments in communications technology, were chosen by some students in preference to part-time attendance because of the energy crisis and were bolstered by the achievements of the Open University.

During the 1970s progress was made in both the quality and quantity of provision. An extensive higher education provision was added to what was formerly mainly a further education offering. Government-sponsored universities and colleges throughout the world came to dominate what was previously an area characterised by proprietary institutions. Consumer protection legislation was introduced in a number of countries to guarantee standards in correspondence education.

The 1970s coincided with the first ten years of the Open University of the United Kingdom, an institution which quickly brought new recognition to this field. Its course materials won acceptance as required reading in many conventional institutions. In its first eight years it received 370 319 applicants to study for its B.A. (Open) Degree by correspondence: a vast, unrecognised pool of candidates for higher education, many of whom would not enrol in a conventional university. By 1979 no fewer than 32 552 students had graduated. In its wake a series of open universities and open colleges has been founded throughout the world.

In Australia the provision at the end of the 1960s was from the correspondence schools and TAFE Colleges in each State; together with the Universities of Queensland, New England and Macquarie; and a few colleges of advanced education. Today the work of the correspondence schools and TAFE colleges has been maintained and they are joined by a university in each mainland state except South Australia, and nearly forty colleges of advanced education.

The Australian Committee on Technical and Further Education (ACOTAFE) Report April 1974, called for unrestricted access to recurrent vocationally oriented education and saw as a major means to this that "Colleges of external studies and institutions should be expanded and encouraged financially to make available their self-learning techniques and materials to all capable and motivated persons" (See TAFE in Australia 1974).

An increased appreciation of the nature and potential of distance education has come about in response to needs of society and through technological developments:

> "Industrial society has stimulated the emerging concept of continuing education". (Open University Interim Report, 1976)

Social trends, economic pressure, and changing life-styles prompt adults to pursue further studies in the context of work and family responsibilities.

The D.F.E. recognises these trends and has a policy of using its total educational resources for the purpose of providing greater access to education for both internal and external students.

In his "Overseas Observations" report (November 1979) the Director-General of Further Education made a number of recommendations with reference to Open College and its role in TAFE in South Australia. These included that its role "be expanded and further developed to provide a State-wide system of distance education on a comprehensive basis ... (and) also, where appropriate and especially in country areas, linking with other sectors of post-secondary education."
and that it
"should maintain and reinforce its links with other Colleges of Further Education and with other educational institutions in the State". (See the above Report - Recommendations 16 and 17).

3·2 RECENT DEVELOPMENTS IN SOUTH AUSTRALIA

A working party set up in 1978 to investigate the co-ordination of the Department's external teaching and materials production resources recommended the establishment of the Open College in its present form. In doing so the working party indicated that a dual purpose within Further Education would be served -

(a) by providing for students who wish to study externally because constrained by time, location, disability, work, or home commitments and/or students who have a preference for study at a pace and place at variance with normal classroom conditions.

and

(b) by the provision of learning materials to staff and students in the network of D.F.E. Colleges.

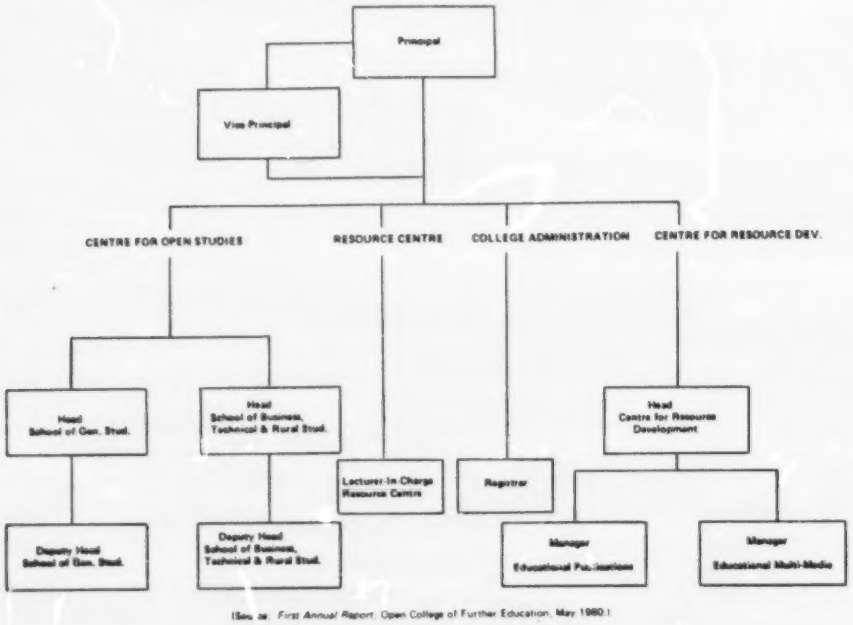
The outcome of the working party's recommendations was the amalgamation of Further Education's external studies teaching provision with the major resource production units Print Production and Multi-Media. Open College was established incorporating three metropolitan campuses in May 1979.

This decision provided South Australia with an institution, like the Open Universities and Colleges throughout the world, which concentrates on the needs of the external students and specializes in strategies for developing learning material for distance education and in counselling, tutoring and assisting external students.

There are two Centres within the structure - Centre for Open Studies, which involves the teaching Schools of General Studies and Business, Rural and Technical Studies, and the Centre for Resource Development, which involves the Educational Publications Unit and the Educational Multi-Media Unit.

Concern about the provision of distance education in South Australia has been shown by the Anderson Committee of Enquiry into Post Secondary Education in South Australia (1976-1979), S.A. Board of Advanced Education working parties (1975-1979), TEASA working party on external studies (P. Fleming, P. Guiton, H. Hill - 1979) and a further 1980 TEASA Committee, the External Studies Interim Advisory Committee.

Figure 1 shows the organisational structure of the College.



(See also *First Annual Report*, Open College of Further Education, May 1980.)

FIG. 1 OPEN COLLEGE OF FURTHER EDUCATION ORGANISATION STRUCTURE

Three themes run through these enquiries and committees:

(i) the provision of external studies at university level in South Australia;

(ii) the organisation and rationalisation of external studies at advanced education level;

(iii) the efficient use of facilities for external studies at technical and further education level.

A new theme which has emerged since 1979 has been co-operation between the advanced education sector provider of external studies and the further education provider, the Open College of Further Education (see also Section 7).

4. ROLE AND FUNCTIONS OF THE OPEN COLLEGE OF FURTHER EDUCATION

4·1 THE ROLE OF THE COLLEGE

THE COLLEGE SERVES THE FOLLOWING GROUPS OF ADULT LEARNERS

students who wish to study externally with the Open College.

staff and students in all Department of Further Education Colleges for whom learning materials are provided.

The College is unique in the Department of Further Education in that the mode of learning and teaching is not primarily one involving face-to-face contact between learners and teachers.

It aims to provide flexible teaching-learning situations appropriate to the learner's needs.

It produces learning resources allowing alternative strategies and styles of learning.

The College is open not only as to entry, but as to location, method and ideas. It guides the student by identifying expectations, interpreting needs and establishing goals from the time of the student's first contact and then throughout the learning programme. Learning objectives are formulated to allow a variety of decisions in instructional design, course presentation and evaluation and styles of learning.

THE COLLEGE ENCOURAGES STUDENTS TO

make their needs known through counselling;

help in the evaluation of the College, including its courses, learning materials, methods and operations.

The College provides a specialised and comprehensive Learning Resource Centre, which serves external students, staff and students in all Department of Further Education Colleges and the general public.

The College provides production facilities to other Colleges for the development of their own course materials.

The College provides training in the production and use of multi-media materials.

Where possible the College provides staff and teaching materials to other Colleges and assists in the development of specialist courses for isolated students who may otherwise be deprived of educational opportunities.

4·2 THE CENTRE FOR OPEN STUDIES

The Centre for Open Studies comprises two teaching schools, the School of General Studies and the School of Business, Technical and Rural Studies. The Centre is responsible for offering a comprehensive range of subjects.

4·3 THE CENTRE FOR RESOURCE DEVELOPMENT

The Centre for Resource Development which comprises the Educational Publications Unit and the Educational Multi-Media Unit, is integrally involved in all aspects of course development from the moment of inception so that the resulting materials not only reflect the lecturer's intention but are carefully designed to aid the students in reaching their educational goals.

The Centres work in close co-operation particularly through course development procedures and processes.

The Educational Publications Unit was formerly the Print Production Department at Wakefield Street. It had had a long association with the previous College of External Studies and continued to meet almost all needs for course study materials in print. While textbooks are often recommended as part of College courses, it is necessary to provide study assignments to aid home-based students in following a course without the need for class attendance.

The unit devotes about 85% of its capacity to serving distance education needs. The remaining 15% is taken up with major projects for other D.F.E. Colleges.

The Educational Multi-Media Unit at Kilkenny is the non-print counterpart of Educational Publications and provides design expertise and production capacity for slides, audio tapes, and video tapes; it tends to provide a higher percentage of its capacity to other Colleges, but as much as 40% of its output is primarily designed for Open College use.

Educational Multi-Media has a training role appropriate to its function. This role will be fulfilled by the involvement of staff from other colleges in activities such as:

- close involvement of staff as subject specialists undertaking specific productions,
- secondment of staff for specified periods as trainee producers.

In addition, Educational Multi-Media develops appropriate training courses for members of the community; these courses include courses in radio/video production techniques for volunteer staff associated with community radio or television projects.

The Open College extends its media services to cover some of the video requirements of the Education Department, through the Educational Technology Centre, which is the co-ordinating body for resource materials within the Education Department. A well established process operates for the provision of facilities and resource materials between the two Departments.

The Production Commitments Panel of the Department of Further Education, which co-ordinates all requests for the production of materials, provides an administrative framework for access to the facilities of Educational Multi-Media, for both D.F.E. Colleges and Education Department schools.

Services presently offered to the Education Department include the production of specific resource materials on film, video, or audio tape, on

request. The provision of sub-master copies of materials produced for D.F.E. requirements allows further copies to be generated and distributed to Education Department schools as required.

Continually updated information on additional materials produced is provided as it becomes available, and printed support materials to accompany media packs are provided where such support is required.

At all times, the advisory service offered to D.F.E. Colleges on such matters as equipment purchase, maintenance of equipment, production advice or assistance is also available to Education Department personnel.

Educational Multi-Media therefore performs the dual role of a teaching function and a service function.

The implementation during 1980 of a new **course development system** (see Appendix C) within the Open College has provided the managers and staff of the production units with an opportunity to become involved in course planning in the vital initial stages and therefore make effective contributions to the College curriculum. Production staff are complementary to the team approach which is a feature of the course development system.

This means that the production units Educational Publications and Educational Multi-Media work closely with the Centre for Open Studies (that is, the teaching Schools).

4·4 A STATE - WIDE FUNCTION

The Open College fulfils a state-wide function; its services are in demand proportionally as much in the metropolitan area as in rural areas. In producing specifically designed learning resources which allow for and encourage alternative styles of learning, the College provides flexible teaching/learning situations appropriate to the learner's needs irrespective of geographical location.

The College is an essential part of the state-wide provision in the area of further education. It complements the other twenty-seven colleges, some of which could be described as "community" colleges while others are vocationally specialised. Between these two extremes we have colleges which offer various mixes of enrichment and vocational study opportunities. In providing for those adults who do not or cannot attend such colleges, Open College fills out and balances the state-wide provision (see Section 5). It therefore plays an important role in any Departmental rationalisation exercises across the network of colleges as it offers a wide range of courses and its capacity can be readily determined.

In network terms, Open College can be described as a **hub** or **focal point** . The ways in which it interacts with or complements the activities of other colleges are numerous and diverse:

- In many instances it provides courses on a state-wide basis when it would not be feasible for individual colleges to provide courses locally through lack of the minimum requirement for enrolments or lack of available staff expertise.

- Where local colleges have full quotas for classes, overflow students are usually directed to Open College.

- In some instances, the Open College is the sole provider of particular courses or subjects in South Australia.

- The format, content and quality of the College's study materials create constant demand from other D.F.E. Colleges to use them as a source of material. As the most sophisticated materials production unit in TAFE in South Australia, the College allocates a fair proportion of its facilities and time to other individual colleges (or groups of colleges with common curricula) for the development and production of print and non-print teaching materials designed to fit local teaching requirements (see Figure 2).

- The College provides an essential and up-to-date information service which details available non-print resources and endeavours to link these with curriculum developments within the Department. It therefore becomes part of the total information service relating to print and non-print resources within the Department.

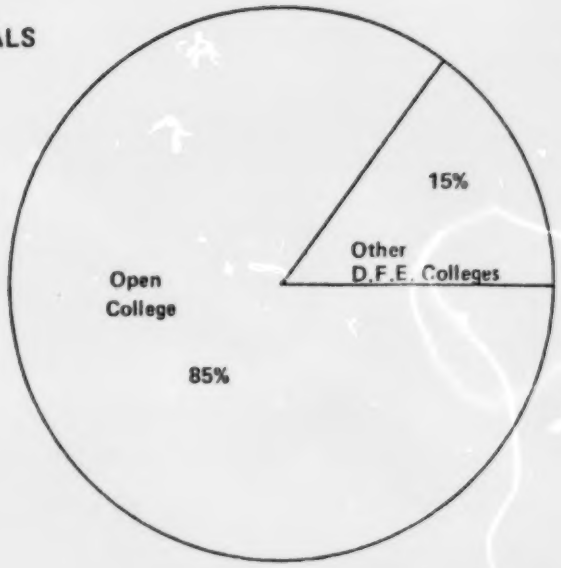
4.5 COUNTRY COLLEGES

In terms of country colleges, the Open College has developed special relationships with these colleges to maximise co-operation and encourage the provision of student support services which are particularly important for the distance learner. Each country college counsels students on behalf of Open College which supplies counselling information for use in colleges and a monthly print-out of Open College students in particular country areas. Some colleges have appointed an Open College liaison officer to deal with specific Open College enquiries and learning difficulties.

Where a group of students can be identified as studying the same subject, a class may be formed at the local college or encouragement given for them to meet informally under the auspices of the local college.

Open College staff visit country centres to provide specialist advice, provide seminars and workshop sessions for students and co-operate with specialist projects such as transition education and aboriginal education.

1. PRINTED MATERIALS



2. OTHER MEDIA

- audio
- slides, stills
- video

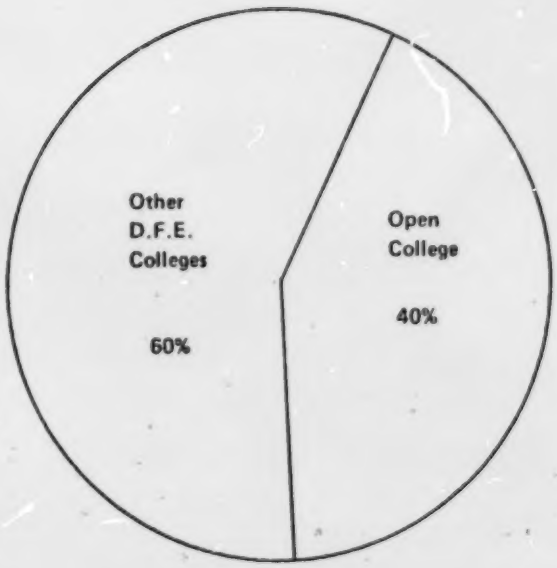


FIG. 2 CURRENT OPEN COLLEGE RESOURCE PRODUCTION ALLOCATIONS (all media)

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5. STUDENT PROFILES AND NATURE OF DEMAND

In any description of student profiles and the nature of demand it must be emphasised that the major provision (96.5% of all subject enrolments) is for vocational subjects. The College involvement in the enrichment area is therefore minimal.

In his description of the research project "Motivations for Enrolment in External Studies" (1979) R.K. Swain points out that: a preliminary survey showed

> "58% of Open College enrolments are from the metropolitan area, 33% are from rural areas, and 9% are from interstate".

He adds that 71% of students live within ten kilometres of another D.F.E. college.

5·1 STUDENT DISTRIBUTION

The proportion of metropolitan to rural enrolments is approximately similar to the State's overall population distribution. In other words, it may be assumed that rural students do not necessarily make greater demands on external studies services purely because they are isolated. In their main study on motivations, R.K. Swain and R. James analysed enrolments by post-code, and found that 55.7% of Open College students were metropolitan, 14.4% lived in another centre served by a D.F.E. College, 15.5% lived in an area served by a D.F.E. annexe, and only 14.4% were not in an area with a local D.F.E. provision. Well over half of the last group were actually interstate or overseas enrolments.

This survey dealt with responses from a sample of 1 567 Open College students enrolled in the year 1979.

5·2 STUDENT PREFERENCES

Perhaps the most significant finding was in response to the question "If there was a college close to your home or place of work that offered classes in the same course you enrolled in externally, at a time that was convenient to you, would you

Enrol for external studies	41.1%
Enrol in a college class	37.1%
No preference	12.4%
Don't know	9.5%"

If remoteness or isolation is not a prime or major factor in influencing most of our students to enrol with us, then what are the reasons?

When the reasons for enrolling in external studies were analysed it became apparent that the most important reasons were those concerned with external studies as a means of fitting study into the life styles of people who would find it impossible or inconvenient to undertake personal attendance

in classes in the same subjects. Such reasons included: 'an opportunity to study that you might not otherwise have had' and 'an opportunity to timetable your study to fit in with other commitments'.

5·3 METROPOLITAN STUDENTS

A recent survey of a sample of metropolitan students enrolled in 1980 in Social Sciences courses at the Open College of Further Education gave the following results:

Mothers at home with children unable to study by other means.	28%
Shift workers (nurses, police, librarians, factory) unable to study by other means.	22%
In institutions (gaol, hospital, homes) unable to study by other means.	21%
Choose to study at a distance - more flexible, better standards.	15%
Psychological problems - unable to cope with classroom or group situations - unable to study by other means.	6%
Defence force personnel, people moving interstate, overseas, itinerants - unable to study by any other means.	4%
Handicapped and disabled - unable to study by any other means.	3%
(School students - subject unavailable at particular school).	1%

85% of this sample would be unable to study at all were it not for Open College facilities; the remaining 15% might not study at all.

5·4 VALIDITY OF THE METROPOLITAN/RURAL STUDENT RATIO

A common misconception about distance education is that it serves only remote or isolated people. A number of factors influences conditions under which external students are served.

THESE INCLUDE

- although country students may be geographically isolated from educational opportunities, many other people in the community are equally isolated by constraints of time, location, disability, work or home commitments. (O.C.F.E. (1980) **First Annual Report** p. 3).

- the provision of educational opportunities for those whose employment is dependent on Parliamentary enactment and others who must remain in the workforce while they upgrade or alter their qualifications.

- increasing motor fuel costs are a new factor for low income earners when deciding on the possibility of study.

- a growing disinclination on the part of female students to attend evening sessions in face-to-face colleges.

- many D.F.E. Colleges are unable to offer their full range of subjects in a given Certificate; the Open College is frequently called upon to provide instruction in subjects not otherwise available.

- it is a suitable mode of study for the unemployed.

- the high quality of existing materials enables parity of standards with other forms of provision to be achieved.

- the provision of courses for country students is dependent on the metropolitan enrolment as the number of country students who enrol in individual subjects is small. The production of materials for country colleges only would necessarily mean either a reduction in services and a deterioration in cost/efficiency per student.

6. MODES OF DELIVERY OF COURSES AND STUDENT SERVICES

The Open College of Further Education must continue to find newer and better solutions for the problems of teaching and learning at a distance. Conventional face-to-face education is more familiar to staff, students and public, but it has now been shown in Australia and overseas that parity of standards can be achieved by the distance mode when dedicated and skilled teaching is allied to adequate resources.

Among other problems to be faced are those of establishing two-way communication at a distance, maintenance of satisfactory start rates, improvement of completion rates and examination successes and the provision of adequate student support services, especially for those categories of students for whom this mode of study is particularly attractive (the blind, the physically handicapped, the house-bound, the imprisoned and patients in hospitals and homes).

6·1 DISTANCE EDUCATION DELIVERY SYSTEMS

The College is exploring alternative delivery systems to the traditional mode of the printed booklet.

It has undertaken preliminary work to assess the feasibility of providing courses through newspapers, particularly in rural areas. Courses by newspaper involve the publication of a series of course units with accompanying student booklets. The development of such courses requires the preparation of appropriate units and evaluation of outcomes. Such a delivery system has promise for the widely scattered population in South Australia and those who have access difficulties.

A project entitled "Open Out" is now being developed to involve existing mass media to bring more of the College's resources to the community. A pilot scheme to present topics in local newspapers, with some allied radio and television support, will be trialled in 1981 in the Riverland Region.

By offering topics of immediate relevance (farm equipment maintenance, basic English skills, building repairs) the College hopes to raise awareness of the range of external courses available. Week-end workshops on these topics will be conducted locally and those interested in pursuing a subject further will be encouraged to enrol in the appropriate course at Open College. Again collaboration with the local college is a key factor.

The College is also exploring the possibility of co-operative ventures with radio and television stations, particularly in rural areas, for the provision of course units or supplementary assistance for distance learners. Similar to the courses by newspapers, it is an attempt to tap widely known and accepted channels of communication as an alternative or as a supplement to traditional modes.

It is estimated that such developments would cost $60 000 p.a. This includes the salaries of one editor, two lecturers and $10 000 for newspaper space and broadcasting air time.

SELF-PACED LEARNING

The College is committed to the self-paced learning mode. It is a particularly appropriate mode for adult external studies students who are undertaking part-time studies. It involves the development of learning packs which include print and non-print materials, the restructuring of existing courses into self-contained modules and the development of appropriate student counselling and back-up services.

6·2 METHODS OF COMMUNICATION WITH DISTANCE STUDENTS

Dialogue between student and tutor is a most important factor in any form of education, and in the distance mode there is a greater reliance on some form of communications technology. As part of their teaching, in addition to course writing and marking responsibilities, most lecturers spend a great deal of their time in telephone contact with students, either in response to calls and enquiries or by initiating follow-up calls to students.

A further development of this technique involves the use of the amplified telephone permitting tutor-to-remote-group discussion. Here co-operation with outlying colleges is an important factor, since they become the assembly point for the remote group to use the loud-speaking telephone facilities.

Wherever necessary, lecturers also plan visits to remote areas to conduct seminars and workshops or give individual tuition and support. Often the group events of this kind are arranged in conjunction with teaching staff of local colleges or area schools.

7. RELATIONSHIPS WITH OTHER EXTERNAL STUDIES PROVIDERS

The Open College of Further Education maintains close links with other providers of external studies both within South Australia and interstate. In recent years it has played an important role in the Australian and South Pacific External Studies Association (A.S.P.E.S.A.). It has been instrumental in having membership of that association extended to include TAFE external studies personnel in addition to personnel from colleges of advanced education and universities.

7·1 THE CORRESPONDENCE SCHOOL, EDUCATION DEPARTMENT, SOUTH AUSTRALIA

During the period when further education was part of the Education Department, there were two separate specialist correspondence schools - the Correspondence School which provided external studies courses for school-age learners and the Technical Correspondence School which provided external studies courses for adult learners.

The current situation is such that relationships with the S.A. Correspondence School, Pennington Terrace, North Adelaide are characterised by the enrolment of adults at the Open College of Further Education and children at the Correspondence School and the referral of applicants to the correct institution by the Principal of the Correspondence School and the Head, School of General Studies, at O.C.F.E. The Open College of Further Education is the official provider at a distance of subjects for the Public Examinations Board (P.E.B.) Matriculation Examinations in this state. With the suppression of the P.E.B. Leaving subjects in 1974 the Open College of Further Education has diverged from the Education Department syllabuses for courses for adults of a preparatory nature and today offers a complete range of courses specifically designed for adults returning to education through syllabuses approved by the D.F.E.

A pleasing feature of the co-operation between the two institutions has been the invitation to O.C.F.E. Staff to attend the Conference on the Future of Correspondence Schools, at Raywood in 1976 and the invitation to a representative of the Correspondence School to address O.C.F.E. conferences and contribute to the Open College of Further Education **Distance Education Series**.*

Although less readily usable by the home-based student, video materials have also been developed for specific purposes. These are usually in the form of additional reference material (dramatisations, demonstrations, or presentation by subject experts) designed to enhance the student's appreciation of a topic. They cannot, as yet, be made an essential part of a course, but are readily usable at any drop-in centre with appropriate equipment. Direct broadcasting of course materials is not relied upon at this stage.

The College produces a quarterly student newsletter **The Link**, which contains material of general student, staff and community interest. It is mailed

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* **Distance Education Series** - a series of monographs on distance education issues, published by O.C.F.E.

directly to students together with returned assignments.

Copies of **The Link** are included after Section 8.

7·2 HIGHER EDUCATION AT A DISTANCE

At its inception as the Technical Correspondence School in 1946, the Open College of Further Education provided external courses for adults at all three levels in the tertiary sectors; university level, teacher education level and technical and further education level. Since 1972 however it has concentrated solely on the technical and further education level.

Initially the main educational thrust was the training and rehabilitation of ex-servicemen, with a lesser responsibility for the training of teachers, especially in country areas. An extensive provision of higher education courses was provided for Colombo Plan students. The provision of higher education courses at a distance in business and management ended in 1966, with students being transferred to face-to-face programmes at the University of Adelaide and the S.A. Institute of Technology.

O.C.F.E. enrolment records showed 289 enrolments in teacher education subjects in 1969, the last year in which such enrolments were accepted, and 45 enrolments in university subjects, in which the last enrolments were accepted in 1972.

In more recent years, extensive co-operation has been entered into with the Adelaide College of the Arts and Education. This includes joint sponsorship of conferences and in-service training, assistance in planning for the proposed Graduate Diploma in Distance Education, consultative advice on other courses and joint editorship of the A.S.P.E.S.A.'s international journal **Distance Education**.

The Open College of Further Education considers that there is considerable potential for co-operation particularly in the areas of staff development and student services.

8. SOME PERSPECTIVES AND ISSUES

The previous sections outline the evolutionary process which is taking place in the development of administrative structures and teaching and learning processes in the provision of distance education in South Australia.

It is early stages in the development of the project development processes but much progress has been made towards the integration of the Centre for Open Studies and the Centre for Resource Development from both the philosophical and practical points of view.

The management of the College is committed to long-term staff selection and staff development policies in line with the stated aims and objectives of the College.

A great deal of progress has been made towards the development of a College course profile which is congruent with the aims of the Department as a whole and which provides the necessary framework for change within the College.

The College is developing a programme of teacher secondment whereby staff are seconded to particular projects outside the College for specific periods of time, for example research projects and curriculum development projects. There is still a great deal of progress, however, to be made in terms of **exchange** of staff between Open College and other Department of Further Education Colleges but this is a longer-term aim of College management.

The process of integration between the College and the network of Colleges (and other institutions) is also a developing process and some of the steps which have been taken in this direction are outlined in previous sections.

The College considers there is a teaching methodology which specifically relates to distance education and perceives a need to develop a wide range of exciting and interesting learning experiences for the type of student who is attracted to learning at a distance.

THE LINK

Student Journal of the
Open College of
Further Education
Volume 5 Number 4
Spring Issue 1980

From Curried Whelks to Sea Cucumbers

Hank Duyverman, the Open College's new Biology Lecturer, acquired a taste for exotic seafood while teaching at Fiji University.

So it was not surprising to see him latch onto a sea cucumber during a recent biology field trip to the southern coast. Not quite the painted lobster, curried whelk or sauted scallops that he used to delight in in the South Pacific, but seafood is seafood, and as Hank said, 'I *think* it's edible.'.

Hank's original experience was as a teacher, both with the Education Department and the Department of Further Education. However, after a few years he left teaching and joined the Department of Fisheries. He became involved in marine studies at Redcliff and in surveying S.A. aquatic reserves.

During this time he completed his M.Sc. thesis in Echinoderm Ecophysiology which, he says, roughly translates as 'Sammy the Starfish, This is Your Life'.

Then it was on to Cairns for a spot of teaching, and from there to the University of the South Pacific at Fiji. Hank divided his time between teaching and scuba diving. 'It was a fantastic environment for the marine buff,' he reports.

Most recently, Hank comes to us from New South Wales where he was boarding housemaster at a co-ed college. It must have been a hectic time. Hank says of it, 'Life in that place would have made a good script for a soap opera.'.

Hank has a wife and three children, likes bushwalking, orienteering, bridge and chess and enjoys his work.

The Last Lap

This time of the year is Spring in Australia, football finals, country shows and the Melbourne Cup.

It is also the time—perhaps the most important time in the student's calendar—when examination preparation is in progress.

Even if exams are not part of your course, I hope you will spend some of your spring energy in completing assignments so that your year's work is brought to fruition.

It is *now* when that last effort to complete revision before the finals is needed.

As in racing where the last lap towards the post is vital; so for the student that last surge may mean the difference between failure and success.

The very best to you all.

Brian Smith
Editor

● To assist in this year's L.R.C. stocktake, students are required to return all materials to the L.R.C. by 1st December 1980.

● Matriculation students, apply to L.R.C. for *'Meet the Examiner'* tape in your subject.

● In August of this year a newspaper for the handicapped called 'Link' was published. This publication has no connection with our journal 'The Link'.

Our Mayor

The Open College not only offers courses in local government, it now has on its staff its first Mayor. Senior Lecturer Ray Rolland was recently elected as Mayor of Kensington and Norwood.

The Local Government courses—the Diploma in Local Government Administration and the Local Government Work Supervisor's Certificate—are taught by lecturer Jeff Hoare who was formerly Assistant Town Clerk of the Hindmarsh Council.

The diploma course is three years' part-time study, whereas the Work Supervisor's Certificate is two years and is also on a part-time basis.

Current students are from almost every municipality and council throughout South Australia. Although most of the students are on the staff at their respective councils, a few councillors also do the course. Mrs. Meredith Crome, for example, the Deputy Mayor of Gawler, did the diploma course to improve her knowledge for the work on the council. Jeff tells me the Local Government Work Supervisor's Certificate is done in conjunction with O'Halloran Hill College of Further Education.

This is only one example of the co-operation and partnership the Open College has with other institutions.

Drop-in-Centre

Much has been written about the need for drop-in centres where adults can improve their skills without becoming locked in with a too formal or over institutionalized system.

So far very little has been done to provide an informal facility of this kind but through the initiative of two Open College lecturers in commercial studies, Sydelle Phillips and Teresa Radford, a drop-in centre has recently opened.

The centre is in the College annexe at 221 Wakefield Street.

Sydelle says, 'We get a lot of enquiries from people who are not catered for in the ordinary class situation'.

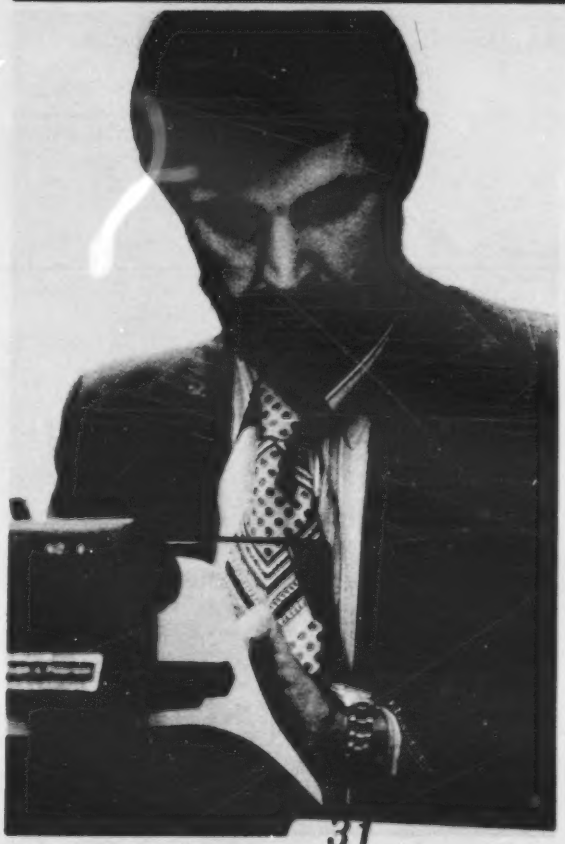
Both Sydelle and Teresa interview each person who comes to them—firstly to find out what students wish to learn, how they want to learn it and whether they prefer to work mainly at the centre or at home using the College's individual progression materials.

Teresa comments, 'These packages are made up to suit the needs of individual students—so they begin from their present level and progress to where they want to go'. We cater for individual needs as well as individual times'.

For example, Garry Farr, who has recently started his own printing agency and needs typing for his job, is able to practise his typing at the centre, as does Jane Clarke, who does typing for her work in a primary school library.

Robyn Gordon is hoping to work in advertising and is learning typing to increase her chances of getting a job, while Petronella Russell is doing it as a first step in a self-improvement campaign.

Mandy Dodson and Mavis Graham became so keen on typing that they changed from their original goal of 'touch typing' to undertaking the Commercial Certificate.



Mandy Dodson (above) is studying for her Commercial Certificate while Garry Farr (below) finds typing very useful for business purposes.

Any Problems

Dear Lecturer,

Thank you for your letter about the long time since I sent in work. I've had the next assignment nearly finished for the last six weeks, but I'm held up because I can't answer one of the questions, and I'm not really sure that I understand it anyway. I've got into such a muddle that I don't know what to do.

Your Student

Dear Student,

I'm very sorry that you've been so worried. The question you mention is only a small part of the assignment, and I'd have been glad to mark the rest of the work and give you the chance to send in that small part later on, when I'd explained the question to you. Never hesitate to let me know when you are puzzled. Send me a brief note, or phone me, or arrange a time to come in to see me. I'm always pleased to clear up any point, either personally or by letter.

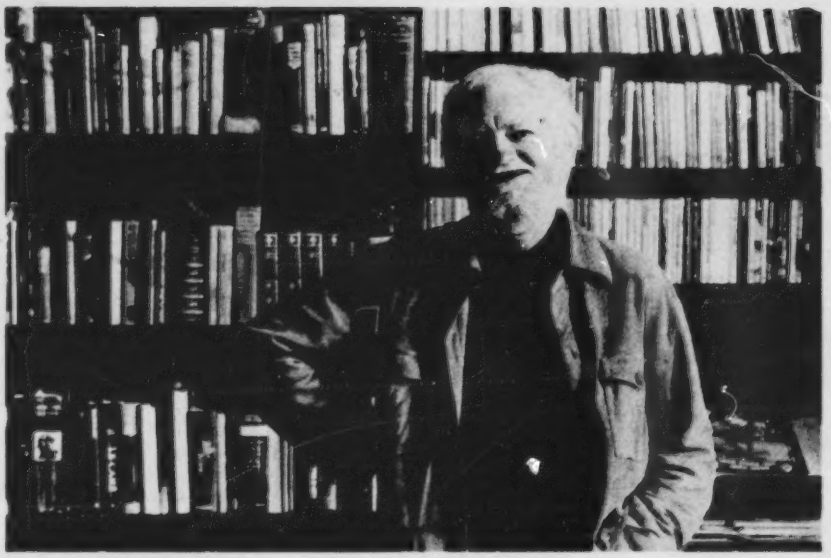
By all means spend a day or so thinking about a difficult question. You gain insight, confidence, and added skill by working out a reasonable solution for yourself. But never lose your sense of proportion. Small details are not worth a great deal of time when there is so much material in your course.

Get in touch with me at once if you cannot sort out the problem after some careful thought, and we can clear it up immediately on the phone. If you must wait for an answer by mail, get on with your next assignment while you wait for a reply.

The important thing is to do all the work that you can fit in, without wasting time unnecessarily, and without exhausting yourself with anxiety.

I hope that you'll send in work regularly now, and I look forward to hearing from you shortly.

Your Lecturer



New Lecturer Librarian For The College

One usually introduces oneself with a name and a handshake; the handshake must remain symbolic but my name is Kevin Riggall. I have joined the Open College for a year to head the Learning Resource Centre at the Currie Street campus. Writing here in the L.R.C., I am at the hub of a distance education network; this is in marked contrast to my only other experience of distance education which took place very far from the centre indeed. As a 'distance' student for a year with the University of Queensland, I was about 2,300 kilometres by air, two days by canoe, and two days on foot, from the centre of that network.

This was during my bamboo hut days as a field officer with the Australian Department of Territories in Papua New Guinea. During that period of about 10 years, walking usually, sometimes canoeing, and occasionally being flown, I traversed most of that spectacular country; a task always fascinating and occasionally exciting.

Before that, a period in journalism, (as a cadet journalist—then the lowest form of animal life in the newspaper office), and in a wallowing (circa 1940) R.A.N. corvette at the time of the Korean War, equipped me with a sense of the ridiculous, tolerance, and an appreciation of the diversity of human behaviour: all great aids to survival in a Colonial bureaucracy.

There followed a brief period in various places in Africa: Ghana, Nigeria, Ethiopia, the Sudan, under the wing of the World Health Oganization; then it was back to Papua New Guinea to lecture in Colleges of Medicine and Teacher Education.

I stayed on in Papua New Guinea after that country gained independence, and helped to put together her Department of Foreign Affairs, and assisted her to find a place in the international community.

A decision late in 1977 to take up life again in Australia, made it possible to develop a latent interest in librarianship which led to a year at the S.A. Institute of Technology to complete its Graduate Diploma in Library Studies.

It has, then, been a rather roundabout route that has led me to Currie Street, Adelaide, and the L.R.C.

Along the way, I acquired a number of interests outside my professional ones. These included oral history, ethnology, natural history, particularly coral reef ecology; the latter meshed in neatly with a passion for scuba diving. S.A. waters are not quite as inviting as those of the Tropics so my major leisure interest now, apart from bushwalking, is the equestrian activities: hunting, dressage, trail-riding.

That's about all, except to say that I look forward to getting to know as many of you as possible.

Kevin Riggall
Learning Resource Centre

New Librarian

I work in the Learning Resource Centre at the Open College and have been a librarian for the last 8 years. Most of this time was spent as a teacher-librarian in various secondary schools in South Australia, some at the State Library and the last 6 months in the D.F.E.

During a none too distant period of extended unemployment after a year in places such as Greece, Morocco, Spain, Italy, Paris, Ireland and England, to name some of the more memorable, I found myself by default doing things I had never envisaged; developing reading and writing projects for underprivileged kids and so-called 'delinquent' young girls, half heartedly taking up ballet again—to the end result that the dream of the pink tu-tued prima donna has faded, doing cooking for a livelihood which when it is for pleasure is an over-riding passion. Philosophically I have convinced myself that gastronomic creations, be they successes or failures, are an expression of the artist in me and far more appreciated than my dabblings in crafty things, writing, canoeing, growing plants etc.

I read cookbooks on sleepless nights like people read novels and often have been known to have 'cooked up a storm' by daylight.

I often wonder why I am a librarian. It must be the deep seated empathy that I have with books—the flights of fancy they take you on and the knowledge they store; the feeling of comfort that being in a room full of books provides and the hours they while away. So saying, I am here in the L.R.C., surrounded by books that I must place in some sort of reasoned order for all you reasonable people to find. I am looking forward to the next year and hopefully getting to know you all.

Sally Dawson
Learning Resource Centre

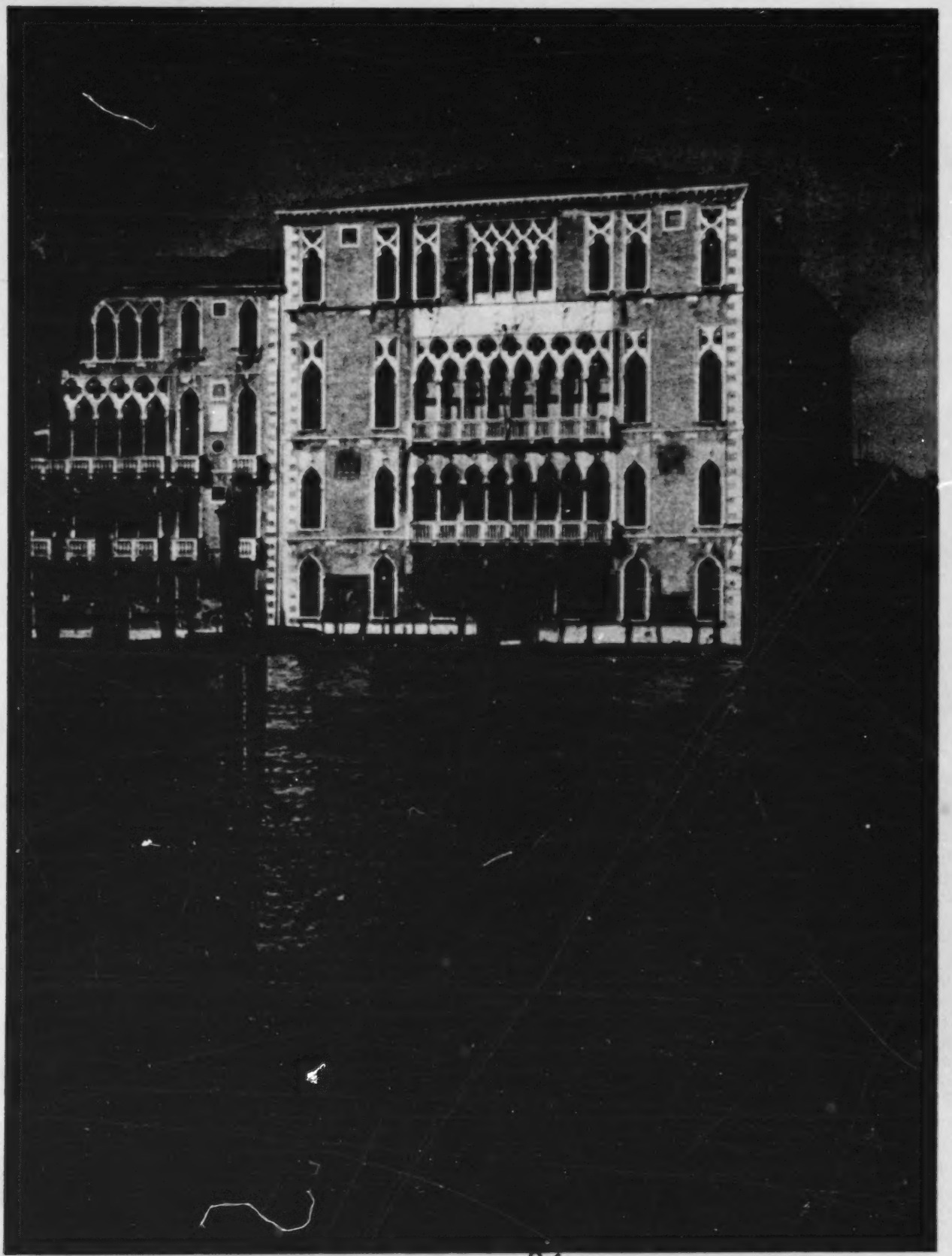
Banking on the Open College

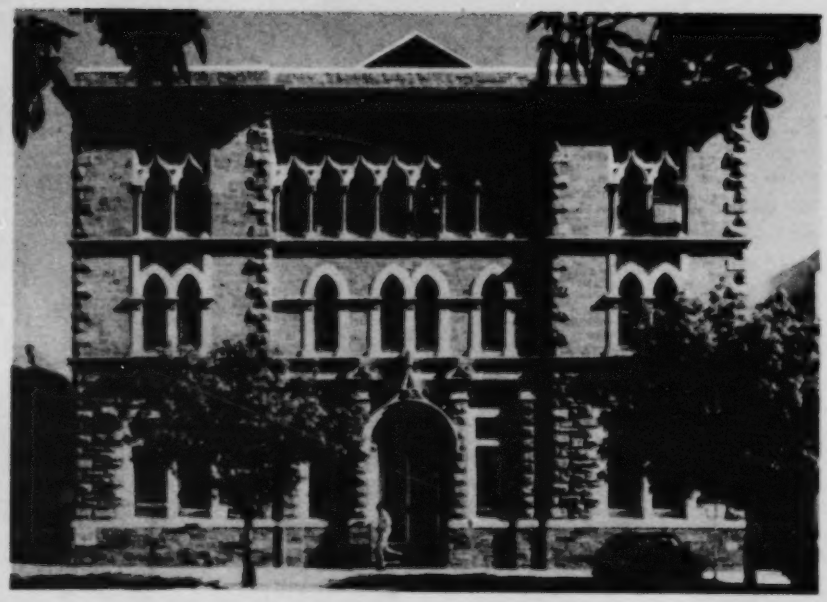
I work for the ANZ and the Bank of Adelaide.

Recently I had a problem. With only a few subjects to do in my Banking Certificate course I still had not done Communication I, whose lecture time clashed with those of other subjects at the College where I was studying. I shared this difficulty with an officer of another bank who told me that he knew a fellow in that Bank who had overcome the same problem. When I approached him he explained how he had done the subject through the Open College.

The system of handing in assignments has helped in the area of management of time. There has been freedom to work in long spells when the time has been available, as well as to do bits and pieces here and there to meet the requirements of the programme in terms of assignment deadlines. The subject matter has also been helpful because the aspects of Communication that we have covered can readily be applied to my situation.

Colin Clarke





Venice on Wakefield Street

Students who have used the College annexe at Wakefield Street will feel quite at home if they ever visit Venice. For this building, perched at the eastern end of a dusty Adelaide thoroughfare, would hardly seem out of place amongst the fifteenth-century palaces which line the Venetian canals.

The Palazzo Foscari, illustrated at left, was built around 1450. Our own 'palace' was built in 1896. Its architecture is unique in Adelaide, and it seems obvious that the architect, a Mr. F.W. Dancker, must have drawn his inspiration from the Italian city. The proportions, though less elegant, seem based on those of the Venetian palaces. Although our illustrations shows a four-storeyed building, three storeys were not at all uncommon in this style.

In June the Public Buildings Department completed major repairs to the Wakefield Street building. The operation involved completely reworking the foundations at the front of the building. These had failed due to tree root growth and earth movements. Substantial restoration of the facade and front interior was also carried out.

The local building shares the distinctive division of the facade into a main central section (or *portego*) and two flanking sections.

Perhaps the most striking similarity is the tracery carved in stone on the main floor (*piano nobile*). This quatrefoil carving, a feature of most Venetian gothic architecture, actually dates right back to 1340 and the famous Doge's Palace.

There are other similarities. Many fifteenth-century palaces had pointed-arch water-gates—the doorway at Wakefield Street is a fine example of this. The rusticated stonework of the ground floor is not uncommon in Venice. And finally, note the small stone supports along the roofline—Venetian gabling.

The College annexe may lack the grace and proportion of its gothic counterparts but it is a pleasantly exotic structure to have standing down there in a rather mundane section of Wakefield Street.

And whatever its aesthetic shortcomings—at least our Venetian Palazzo is no longer sinking into the mud.

Martin Gordon

Exam Time —How to Prepare

Although revising largely involves going over notes you have made during the year, it does not mean just passively reading through. You should, for example:

- test yourself at regular intervals,
- try some problems or questions you haven't tackled before,
- write outlines for possible essays,
- use active recall—write out formulae, list major points,
- ask yourself questions.

The main thing is to do something when you revise. You should also plan your revision carefully to ensure that you go over all the work before the exam.

Before you take your exam, it is essential that you know just what sort of exam it is—how many questions, what type of questions, how much choice etc.? In an exam you have to work to time so you should do at least one practice exam under examination conditions. This will show you how much you can get done in the time and will help you plan your allocation of time to each question; it may also point out areas requiring further revision.

Preparing for the actual exam starts the day before. Make sure you have everything you need—pens, coloured biros, pencils, ruler, calculator and whatever else you need. Find out where the exam is to be held and when; arriving late can ruin your chances of success.

Once the exam begins, make sure you read the paper carefully, particularly instructions about the number of questions you are expected to do. Allocate time to each question and take care not to over answer. Attempt all the questions you are asked to do; you will get no marks for a blank space but may gain some even for brief notes on a question you find difficult. Leave some time to look over your answers at the end so as to pick out any silly mistakes.

Finally, remember that you can only do your best and if you have worked hard during the year you should be successful. Good luck!

Chris Doughty

Comings and Goings

Sheridan Keenihan, who has worked in the College Library for about 3 years, has taken accouchement leave for a period of 12 months—she has recently had a baby daughter.

Sheridan now hopes to devote herself to motherhood and perhaps return to the College on a part-time basis.

Congratulations Sheridan.

Christine Evans left for Canberra on the 15th August to work in the Department of Foreign Affairs.

Christine was in the Department of Further Education for 6 years. She spent two years at Pt. Augusta and 1 year at the School of Hairdressing before coming to this College.

We wish you well in your new career, Christine.

What's Happening in Chemistry

1981 will see the arrival of the long-awaited new matriculation course to be introduced into all South Australian schools. Although still providing a basis for entering tertiary study, the emphasis will change to chemistry met in everday life, and to its relationship with chemical industry and society. Here at the Open College we are in the process of preparing our material for students wishing to study this course by correspondence, and developing practical work for the laboratory.

Recently a Saturday practical session was held for the first time and seven pre-matriculation students attended. Encouraged by this, we plan to hold further sessions for those unable to attend during the week.

Don Matthews

Further English Helps New Resident

Kamilini Katdare came with her husband to live in Australia in 1976. She has been a regular contributor to newspapers and women's magazines and wanted to continue her writing in Australia.

Although she speaks English quite fluently she wished to improve it for her magazine articles which will now mainly be written in English. She decided therefore to do the course 'Further English' with lecturer, Lois Greet.

Kamilini is interested in telling Australians about Indian life and customs, especially from the woman's viewpoint.

She says, 'Indian women since World II have become more liberated. They are in most professions'. Her husband who, until his retirement, was a Professor of Radiology at Bombay Medical College is also a fellow student.

He is studying French with Joan Gray and is glad of the intellectual stimulation this provides in his retirement. 'The study with the Open College has helped us to settle down in Australia', he comments.

Open College of Further Education

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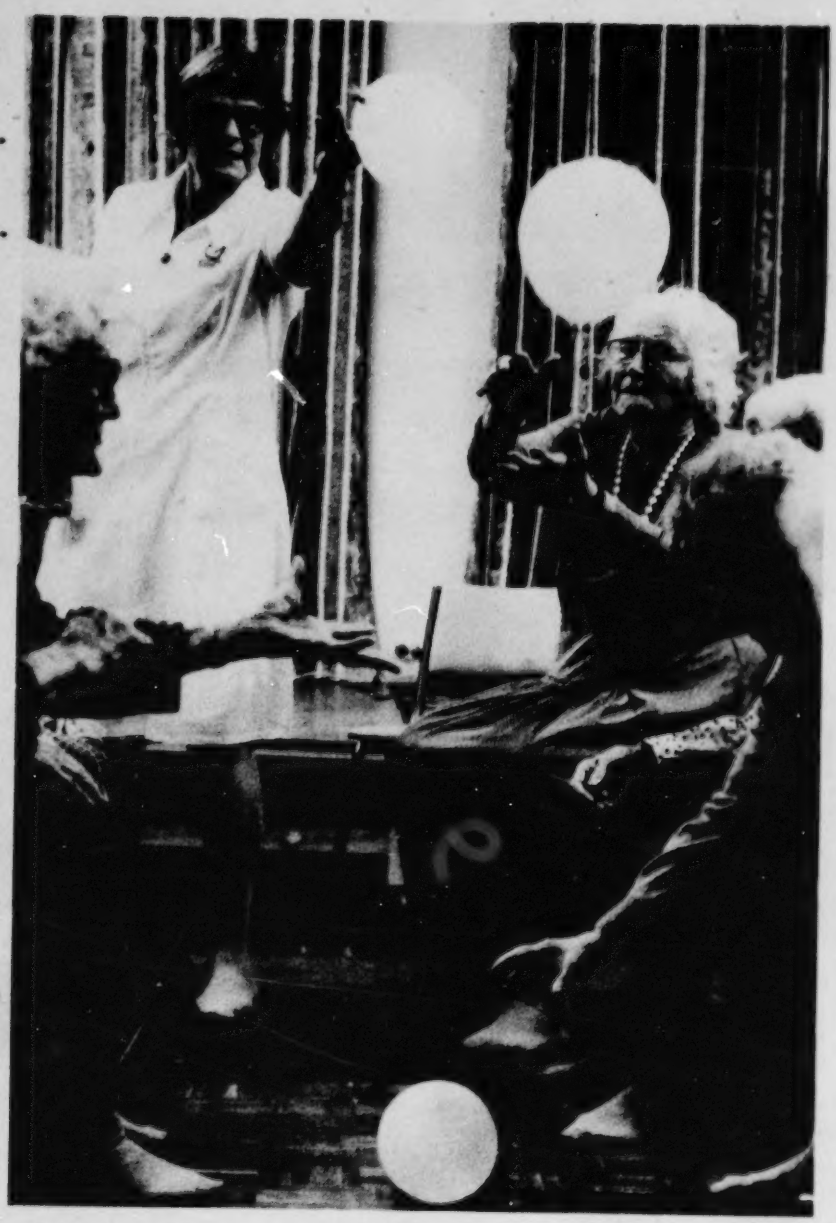

THE LINK

Student Journal of the Open College of Further Education
Volume 6 Number 1
Summer Issue 1981

Taking Up The Challenge

A housewife, why study?

For many years with children of school age, I had plenty to do—cooking, washing, sewing, ironing, helping with projects etc. Then there came a lull when the family wasn't so dependent and I realized that my mind hadn't been really stimulated or challenged and at this point I began looking about.

In the country I had joined a cake icing class for something to do and this skill has been very useful. Then came a move to the suburbs. There were many Italians in the district, so I decided to study that language, but the class was full. I cast my eyes down the brochure at an adult education centre and saw Painting and Sketching, with the result that I've enjoyed painting for some time, which has caused a real interest in the family—they are my best critics. As time passed, I felt the need for some fundamental drawing lessons, so I joined the ranks of the external students with the Open College of Further Education. This proved quite stimulating and helpful.

Despite doing this and other courses such as an Instructor's Course for Keep Fit for the Elderly and Beauty Care for the Elderly and a one year handicraft course, I felt I'd like a greater challenge to extend the mind. In the Link, Winter Issue, 1980 I read an article by a hospital manager telling of his appreciation of the Communication course. This did it! I've begun the studies and I feel this can be applied to life—in the community, at home and at work—in all facets of life. Already the family find me 'spelling out' where to find an article in a far clearer way!

It hasn't been easy to settle into study and write assignments but I've been encouraged greatly by our lecturer.

Take heart housewives and take up something to challenge you.

Ruth Ready

New Year Resolutions

Recently, a student of the college, Lynne Myers, wrote an excellent article on this topic and I quote parts of it here.

She said,

'For more than thirty years I have been making and breaking New Year's resolutions. 1980, however, was to be different.'

Lynne's resolve was self-improvement. She began by joining Weight Watchers in March and by September had lost forty nine pounds.

She wrote of her changed appearance,

'This new look gave me confidence I never had before and really showed through at work.'

It was this which motivated her to do a business certificate course which she began by enrolling in two subjects in June.

Lynne wrote in the hope of encouraging others who might have been thinking in negative terms about themselves and concluded.

'You are the only one who can determine what you are and what you might be. Set some goals and consistently work at achieving them.'

We hope you, our students, realize your new year's resolutions in 1981.

Brian Smith
Editor

Comings and Goings

Judy Waite

Judy, who has been a familiar face around the College for about 3½ years, leaves at the end of 1980.

She intends to do 'her own thing' in the new year but may still be involved in the College by doing course writing.

Good luck Judy and thank you for your fine work at the College.

Looking Out

After thirteen years devoted to being a fulltime wife and mother, I decided it was time to become a student and pursue a course of study in a field that has always fascinated me—Accountancy.

Our life style precludes me from attending regular lectures as we move quite frequently, and are often not in a location accessible to a College. So I decided that the best way, for me, would be to study externally.

I recently completed the first semester of the Business Certificate—Accounting Course, studying Introductory Accounting and Communication I and it was quite an experience.

Anyone who has not studied, or sat for an examination, in over 15 years, can surely appreciate the panic I felt when the first assignments were due, and the horror at having an examination. But it did not take long to settle into a routine and gain some confidence.

Of the two subjects studied, Communication I was the more difficult. Persuading my brain to function at a higher level than the role of homemaker normally requires, took quite a while. I soon found it to be a fascinating yet frustrating subject. There were times when I would become so confused, that I started wondering if I could cope. So I would take a break, do some neglected housework, and try to sort out a problem.

When I felt as if I had a grasp of the subject and could begin a draft of the answer, my two boys would bound in from school, full of news and energy, and my books would have to be put aside until the next morning.

It felt really good to be studying again, and enjoying it. I felt stimulated and more able to participate in general conversations. I have proven to myself that I can apply myself to something outside the house and children and have every intention of completing the course.

Beverley Winn

A Helping Hand

Some time ago a group of elderly citizens from the Helping Hand Centre who were interested in learning more about the history of art, met as a group. We began the programme with a visit to an exhibition of old master drawings from the Albertina Museum, Vienna, held at the Art Gallery of South Australia. Since then the group has met on a regular basis throughout 1979 and 1980 for slides, talks and discussion on a wide range of art topics. These sessions are held at the Centre in Buxton Street, North Adelaide.

One member, Mr. Thomas, aged 83, is a retired engineer who makes woollen rugs in his spare time, in between taking an active part in the Centre's discussion group and his concern for the welfare of the aged.

A 1980 highlight was the group's visit to the exhibition of 16th century Italian drawings from the British Museum.

Geoff Gibbons, Lecturer in Art

Any Problems

Dear Lecturer,

I'm being driven crazy by noise. I didn't notice it much until I began to study, but now I'm aware of every sound and find it makes concentration almost impossible. There's the T.V., a stereo, odd 'trannies' around the place, to say nothing of traffic, a few barking dogs, and a neighbourhood party now and then. Any Suggestions?

Your Student

Dear Student,

Short of a padded cell or an underground cavern, I don't know a means of cutting off completely from noises in a town. I've even known city dwellers who've been unable to sleep in the country because of the unfamiliar noises there—night-birds, dogs, roosters, frogs. In your case, I'd suggest an attack on the home front. Introduce earphones for T.V. and stereo, and ban 'trannies' during the hours when you plan to study.

You can cut noise levels by putting up heavy hangings over windows and doors, and perhaps by placing tall cupboards or bookcases against walls where sounds seem to penetrate. Sometimes it helps if you can find a place to study outside the house—a caravan, a corner of a games room or even a workshop—a place that you can set up reasonably comfortably. Old blankets or very heavy curtains tacked on wooden frames make good insulators.

Finally, you can try wearing earphones yourself, or invest in airmen's ear muffs, or even put cotton wool in your ears. Most important, perhaps, is to practise relaxation whenever you become irritable and upset. A habit of relaxation improves your ability to concentrate and lifts your performance in most things. I certainly hope that you'll find even a partial solution to your problem.

Your Lecturer

Every Cloud

Getting the sack was a shock for Liz van Zanten, a student in the College's Freelance Journalism course. But it turned out to be one of the best things that happened to her.

For Liz moved from a job in a supermarket to working as a copywriter for an Adelaide radio station. When we spoke to her between deadlines at 5KA recently, she seemed quite thrilled with her new job. 'I really like the hectic pace here—I'm always busy', she told us. 'And I enjoy meeting the disc jockeys and all the other people round the station.'

Liz had been working for two years at the supermarket. 'First they moved me to the checkout counter', she recalled, 'and I knew something was up. Then I turned 20 and they fired me.'

Suddenly without a job, she was forced to work out what she really wanted to do. Writing was obviously high on the list—she'd been editor of her school newspaper and now she was studying journalism in her spare time.

She applied for a number of positions and finally landed two, one with a major advertising agency, and the other with 5KA.

How did she manage to corner two such sought-after jobs? 'Well, I showed them the work I'd done for my Open College course, and I guess they must've been impressed,' she explained.

'Radio was really what I was interested in, so I chose the job at 5KA.'

And she seems quite at home there. While we were talking she recognized an ad on the radio in the background. 'That's one of mine,' she remarked, looking pleased.

Suddenly it was time for her to go. 'I've got this sun-tan ad to write—it mustn't be late.' And she dashed off to meet another deadline.

Gossip from the French Club

Mr. Gordon Hosking, the first student at the Open College to complete French 1–5, is sitting for Matriculation French this year with excellent prospects of success. He is hoping to continue French at the University next year.

Mr. Hosking is a retired bank manager who took up French in 1977 in his retirement.

Mrs. Doris Alexander who studied French at the Open College in 1976 at the age of 78, has now completed French 1–4 with distinction. She is hoping to do Matriculation French next year through the Open College.

The end of the year was marked by a dinner in the elegant atmosphere of Tower House, Beaumont to launch the Open College French Club.

Both city and country students attended. French food and wines were served to a background of folk songs from France and the guests all joined in the singing of French carols.

A Sense of Belonging

Bertha Carvajal is studying English as a Second Language because it helps in her job and gives her a sense of belonging to a newly adopted country—Australia.

A trained social worker, she does welfare and community work for the Spanish speaking and the Latin American communities in Adelaide.

In her day-to-day work Bertha deals with anything from interpreting English for bewildered newcomers to representing them in her liaison work with governmental agencies and departments on matters such as social security, immigration and housing.

She feels she has gained so much from the English course that she wants to do other courses in English which the Open College offers as a preparation for further university work in her field.

She says,

'In time I would like to do the Master of Social Administration at South Australia's Flinders University.'

Scholarships in Advertising

Brett Williams is one of the five Open College students who recently won scholarships in the Advertising and Public Relations Certificate course with Peter Shalless and Clive Roantree.

The committee of the 1980 Marketing Communication Seminar and the Public Relations Institute provided the scholarships which were based on the course work done at the Open College.

The other winners are Keryn Lynn, David Marsh, Yvette Griswood and Micki Cassetta.

Brett particularly enjoyed the T.V. section of the course which involved, among other things, operating cameras and writing his own commercial.

The management aspect of advertising also interested him so much that he hopes eventually to move into this area.

Apart from liking racing cars and rallying, Brett's long range plans are travelling combined with working.

Since he works for a large advertising agency with branches world wide, all his hopes may come true.

How to Study Effectively

Perhaps the most important consideration for an external student is that of *TIME*. As an adult you will have many other responsibilities and commitments apart from your study—family, work, friends and leisure interests are all part of your busy daily life.

Successful study depends not only on ability and hard work but also on how efficiently you study. In the next few issues of The Link we will give you some pointers that will help you study more efficiently. You may even like to enrol in our *How to Study Effectively* course which discusses these study techniques in detail.

The first thing to remember is that learning efficiently isn't a gift you are born with. It is a skill that you must practise to develop. Good study skills are really just good habits.

If you wish to study effectively, you must be prepared to make a clean and determined break with all old habits which are detrimental to effective study. List all those habits and activities which are hindering your study (e.g. watching too much T.V.); list also all the good habits which you need to develop. Now resolve to make a break with the bad habits and develop the good ones.

There is not one right way to study; it is a very individual and personal thing. Don't be afraid to try out new methods that suit you.

Most successful students work to a plan. Before you work out your plan you need a clear overall view of the course and you need to know how much time you will require for study. Set yourself some goals to work towards—dates on which your assignments are due or for completion of sections of the course.

To help you use your time more efficiently, draw up a timetable. Rearrange your activities to allow for study periods of about two hours but remember also to allow for some flexibility. Try to work consistently making sure not to fall behind as it is extremely difficult and frustrating trying to catch up.

It is important that you establish a study corner for yourself, away from distractions, where you can leave all the things you need for study in one place. You will also come to associate this place with study and you will find it easier to settle down into a studying mood.

Successful study also requires the encouragement and support of your family and friends. You may not be able to give them as much time as you have before. Try to show them how important your study is to you. You never know, you may inspire them to also enrol in a course.

Chris Doughty

On The Right Track

I'm one of those fortunate individuals who've always known the direction in life to follow. Passionately fond of all animals (especially poultry, horses and dogs) I went through Urrbrae Agricultural High School and Roseworthy Agricultural College.

From there I joined the Department of Agriculture where I spent seven years as a Livestock Adviser, specializing in poultry production. It was an exciting time—poultry moved from being a luxury meat to the cheapest available and commercial egg production rose from 160 eggs to over 200 eggs a year per bird. I got a lot of satisfaction from my involvement with these projects.

In the early seventies I became interested in the process of 'changing the attitudes of rural communities to cope with technological change' and undertook a post-graduate course (Roseworthy Diploma of Agricultural Technology) with an emphasis on educational psychology, rural sociology and business management. This led me to hourly-paid teaching duties at Kadina.

I joined the Department of Further Education full-time in 1975 at the Open College, College of External Studies as it then was, but the transition from rural to urban life and from an outdoor job to an office job nearly sent me potty. (Some people think I haven't changed). So I quickly transferred to Panorama Community College to lecture in the Animal Care Certificate and to develop and conduct the Certificate in Equine Studies.

Having finally settled in an urban life and with the opportunity to develop courses which really interest me, I decided to move back to the Open College. I will try hard to do the job justice.

Ian Pickett

Here to Help You

As our Registrar, Bob Pearce, says: 'No college can function effectively without a conscientious team of support and administrative staff. For a distance education college this is doubly important, and the contribution from staff in the front office area is acknowledged with pleasure. Their efforts and areas of concern range from front office and telephone reception duties through to the collection of tuition fees and providing friendly and helpful information to prospective students'.

We all, staff and students alike, appreciate the work done for us by Maureen, Anne-Marie and Sue.

Sue Brown is a recent arrival at the Open College. She previously worked at Gilles Plains Community College. Sue now works half-time on front counter duties and half-time on the mysterious Word Processor (more of this in a later edition of The Link). The rest of her time(!) she spends relieving at the switchboard and undertaking general office duties. Sue has one son, is learning guitar and tin whistle, has lots of musician friends and enjoys meditation. We hope you enjoy your time here at the Open College, Sue.

'Old' students are sure to have met Maureen Misoch. Maureen has worked at the College for 4 years and is now our Enrolment Officer. She competently and effortlessley deals with counter, telephone and mail enquiries and processes all enrolment forms. When in doubt, ask for Maureen: she is sure to know the answer to your problem. Maureen likes buying furniture for her new home and enjoys cooking, swimming, ice skating and looking after her 'decrepit' dog.

Anne-Marie Klingberg is presently our full-time switchboard operator. Previously at the Adelaide School of Hairdressing, Anne-Marie had not done full-time switchboard work before coming to O.C.F.E. While she likes her work it is very wearing—lights, buzzers, people talking. Married for five months Anne-Marie spends her spare time doing housework, playing squash and caring for her dog and two cats.

Making a Difference

Vanda Gray suffers from multiple sclerosis—a disease of the central nervous system. Sufferers may experience a wide range of symptoms, from mild disabilities of sight, speech and body control to complete paralysis of parts of the body, and these symptoms come and go, varying in curation and severity.

Vanda is restricted in the areas of walking and writing, but there is nothing immobile about her. Last March she approached the College to enrol in a course which would provide her with an interest, and she chose Pre-Matric. Australian Social History. This was to make a big difference to her life.

Formal education ended for Vanda at year 9 level in an Area School many years ago. She was hesitant about beginning a course of study, but her great enthusiasm and strength of purpose ensured her success. She read, she thought, she typed out her assignments and sent them in. She says that the exercise of her mind is the greatest thing that she gets from her work—it opens up new areas of interest and enquiry and helps to renew that confidence in herself which her condition threatened to sap.

Marking Vanda's assignments is always an enjoyable exercise for me, her tutor, particularly as she often reveals an impish sense of humour which I find very appealing. She completed Australian Social History within six months (and got an 'A'!) and has now moved on to English Expression 1—part of our Writing for The Media Certificate.

Multiple sclerosis was little more than a name to me before Vanda enrolled in my course. For both of us the experience has been valuable—for me because, through her, I have established contact with the Multiple Sclerosis Society of South Australia. As a result of this I have paid a visit to their headquarters at Memorial Hospital to talk to a group of patients and to show a film introducing the College and its activities.

We are delighted to have made this contact and hope that our mode of operation and the kinds of courses which we offer may help others who suffer from Vanda's disability to achieve something of the success which she is enjoying.

T.M. Tooth

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APPENDIX A

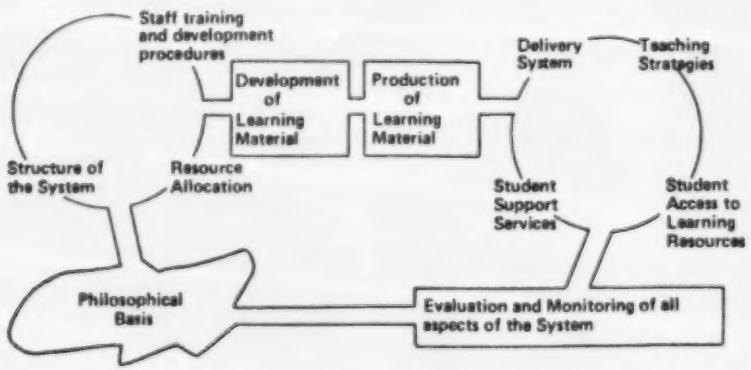
DISTANCE EDUCATION SYSTEMS

In an important article ("Distance Education Systems: How to assess them" **Open Campus**, Deakin University, 1980) J. Eric Gough gives a comprehensive analysis of the elements required for a satisfactory distance education system.

"If Distance Education is to be effective then it needs to be recognised as a valid educational mode which requires:

- a sound philosophical basis
- an appropriate organisational structure
- adequate resource allocation
- the use of specialised educational techniques in designing learning experiences, writing self instructional materials, developing appropriate teaching strategies and providing adequate student access to learning resources.
- production processes that allow learning materials to be published in pedagogically sound and attractive format using audio, video and print as appropriate.
- an efficient course 'delivery' system in its widest sense including the development of an effective support system to meet the needs of students at a distance both before enrolment and as enrolled students.
- programmes for staff training and development
- evaluative and monitoring procedures to improve the system." (Gough, 1979: 32)

GOUGH PRESENTS THE SYSTEM SCHEMATICALLY AS FOLLOWS:



(Source: Gough, J.E. *Distance Education Systems: —How to Assess Them.* Open Campus, 1980, p.33)

FIG. 1 A DISTANCE EDUCATION SYSTEM

The way in which the Open College of Further Education meets Gough's categories is shown in Table 2:

TABLE 2: O.C.F.E. AS A DISTANCE EDUCATION SYSTEM

GOUGH'S CATEGORIES	OPEN C.F.E.
Sound philosophical basis	See O.C.F.E.: A Summary Document March 1979. Pages 31-34 (attached– Appendix B).
An appropriate organisational structure	See Organisation Structure Section 3.2, page 9.
Adequate resource allocation	The O.C.F.E. receives funding and staffing through D.F.E.
Specialised educational techniques	See A system for Project development, O.C.F.E. July 1979 (attached Appendix C).
Production processes ... using audio video and print as appropriate	Printed materials at the Educational Publications Unit of the College at 221, Wakefield St., and audio and video materials at Educational Multi-Media 1, Humphries Terrace, Kilkenny.
Efficient course delivery and support system	208, Currie Street, plus network of Country Colleges.
Programmes for staff training and development	In-house induction and regular conferences for staff development plus D.F.E. initiatives.
Evaluation and monitoring procedures	Project development system review stage and programme monitoring through D.F.E. structures.

Two administrative models for distance education are found in Australia: the 'basic distance educational model' at primary/secondary level and technical and further education level and the 'Australian integrated mode' at college of advanced education and university level.

THE BASIC DISTANCE EDUCATION MODEL

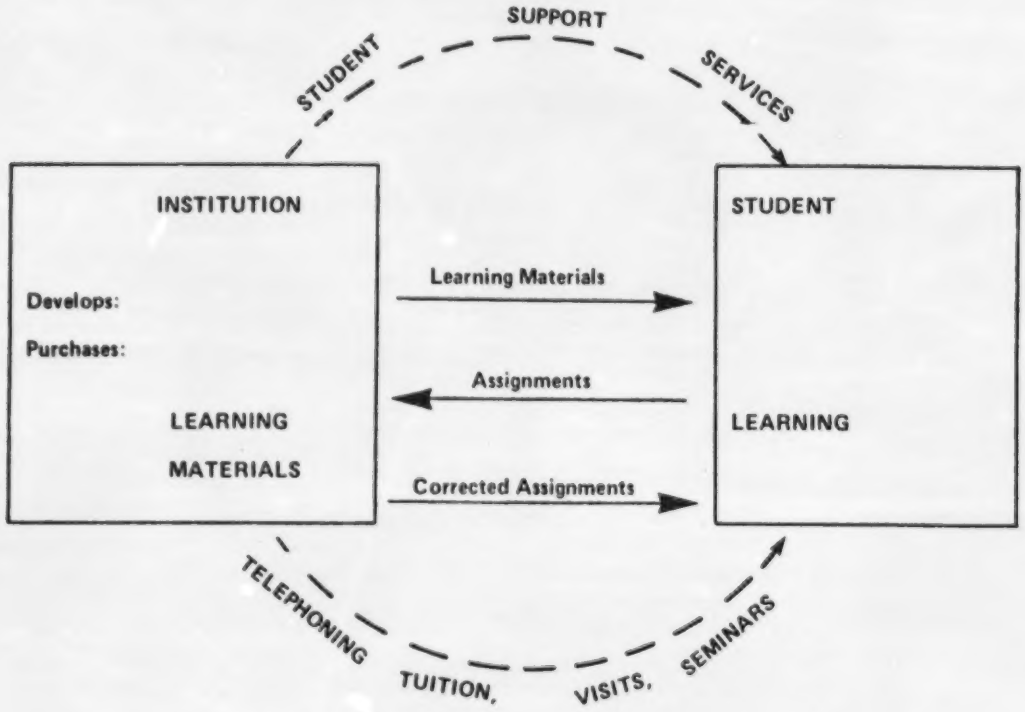


FIG. 2 THE BASIC DISTANCE EDUCATION MODEL

The correspondence schools and colleges send learning materials by post to the student, the student studies the materials and posts them back to the institution which marks and comments upon them and posts them back to the student. The student studies the comments, completes the next assignment and the process is repeated. The institution provides student support services, often optional, in the form of telephone tuition, visits to students especially in country areas and seminars.

This is a model which emphasises the correspondence element in distance education. It is used widely throughout the world by both government-supported and proprietary institutions.

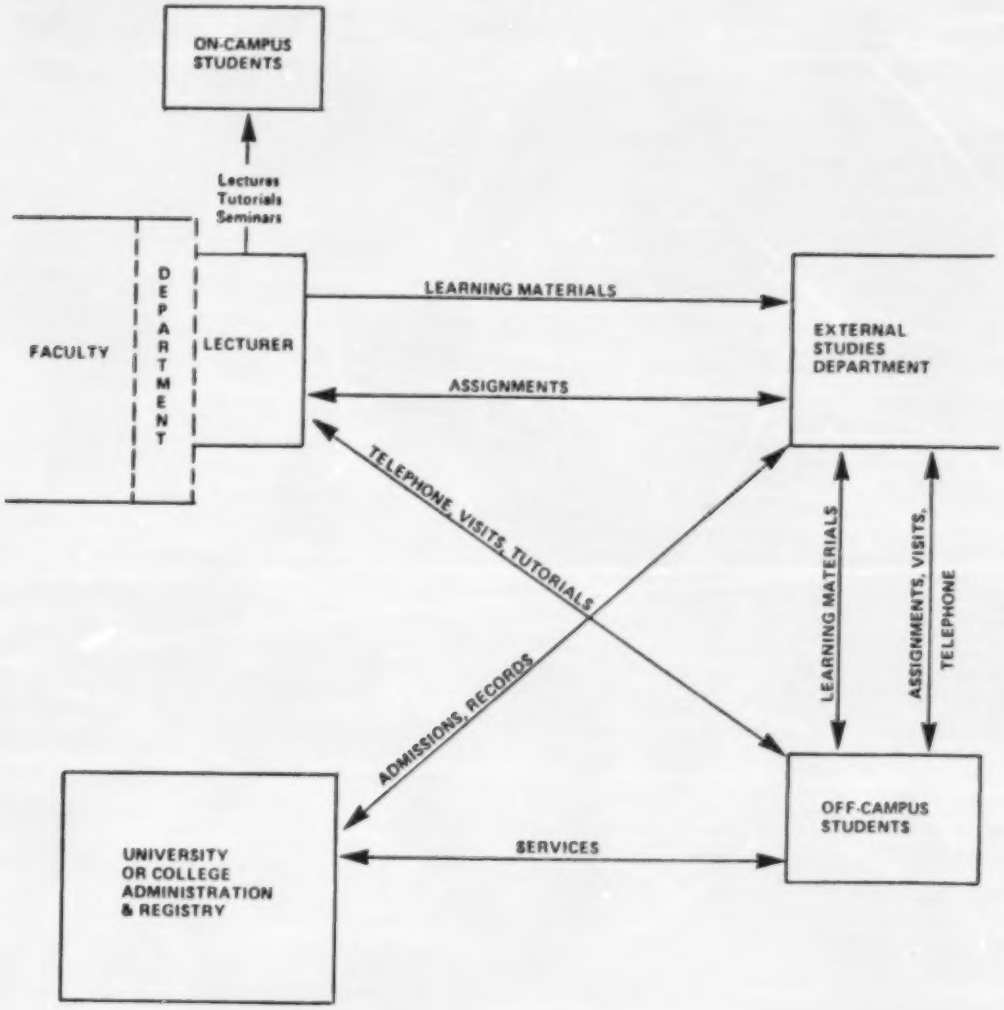


FIG. 3 THE AUSTRALIAN 'INTEGRATED MODE'

External and internal teaching is integrated. The same staff teach and assess both sets of students, who are enrolled in the same courses, take the same examinations and qualify for the same degrees and diplomas. Because academic staff have internal teaching commitments to conventional students, besides the responsibility of developing learning materials for external studies and then tutoring them, an External Studies Department is set up to relieve them of administrative details. This department frequently has no teaching function but looks after the production and distribution of course materials, student records, statistics and student support services.

This system is found mainly in higher education in Australia. Systems with some similarities exist in Zambia, Sweden, Canada and the Centres de

Télé-enseignement Universitaire in France.

CONCLUSION

When comparison is sought between the two models which exist in Australia today there is justification in the literature for both structures. It seems that due to the dominant influence of the Open University of the United Kingdom, the multi-media system of which it is a proponent and the philosophy of the separation of provision for external students from internal students will prevail internationally. This system is basically a development of the basic distance education model presented.

APPENDIX B

EXTRACT FROM OPEN COLLEGE OF FURTHER EDUCATION A SUMMARY DOCUMENT MARCH 1979

OPEN COLLEGE OF FURTHER EDUCATION

1. From May 1, 1979 this College will operate from three campuses within Metropolitan Adelaide. It will incorporate S.A.C.E.S., the Print Production Department, and the Multi-Media Centre.

   The College will be structured into two main components, namely the Centre for Open Studies and the Centre for Resource Development.

2. THE ROLE OF THE COLLEGE

   2.1 The College serves the following groups of adult learners:

   i students who wish to study externally for reasons of:

   (a) constraints of time, location, disability, work or home commitments;

   (b) preference for study at a pace and place at variance with normal classroom conditions.

   ii staff and students in all Department of Further Education Colleges by the provision of learning materials.

   2.2 The College is unique in the Department of Further Education in that the mode of learning and teaching is not primarily one involving face-to-face contact between learners and teachers.

   i It aims to provide flexible teaching-learning situations appropriate to the learner's needs.

   ii It produces learning resources allowing alternative strategies and styles of learning.

   2.3 The College is open not only to entry, but as to location, method and ideas. It guides the student by identifying expectations, interpreting needs and establishing goals from the time of the students' first contact and then throughout the learning programme. Learning objectives are formulated to allow a variety of decisions in instructional design, course presentation and evaluation and styles of learning.

   2.4 The College encourages students to:

   i make their needs known through counselling;

   ii help in the evaluation of the College, including its courses, learning materials, methods and operations.

   2.5 The College will provide a specialised and comprehensive learning Resource Centre, which will serve external students, staff and students in all Department of Further Education Colleges and the general public.

2.6 The College provides production facilities to other Colleges for the development of their own course materials.

2.7 The College provides training in the production and use of multi-media materials.

2.8 Where possible the College provides staff and teaching materials to other Colleges and assists in the development of specialist courses for isolated students who may otherwise be deprived of educational opportunities.

3. THE RANGE AND LEVEL OF COURSES TO BE OFFERED

The Centre for Resource Development is predominantly the production arm of the College and the Centre for Open Studies is predominantly involved in offering services.

The Centre for Resource Development will consist of two units, namely Educational Multi-Media and Educational Publications.

Although the Educational Publications Unit has a potentially important role to play in teaching, the design, production and use of printed learning materials, the present equipment and manpower resources are production orientated and heavily committed. Since, regrettably, no thrust can be made into a teaching role without limiting present production capacity (which is in high demand) it has been agreed that the Educational Publications Unit will remain as a production facility for at least a number of years, or until resources are more readily available.

The Educational Multi-Media Unit will also be involved predominantly in production. However it also has an important role to play in teaching. Although it has been accepted that first priority for resources should be given to production it has also been accepted that the next priority will be for inservice training of D.F.E. staff in the production of media while the third priority will be teaching for the industry and the general public. The inservice training will have at least two major thrusts. First there is a need for D.F.E. staff to be trained in the use of equipment and techniques applicable to low/medium quality in house production. Much of this training can be undertaken 'on location' at the Colleges. Secondly, there is a need for training in basic production techniques and methodologies which would be best conducted at the O.C.F.E. Presently the Unit offers the following courses; Basic Film Production, Basic Television Production, Audio Visual Workshops, 16mm Projector Proficiency, Radio Production Techniques, Television Production Techniques, and enrichment courses. With the establishment of the integrated O.C.F.E. it is anticipated that an increasing emphasis on the inservice teaching role of the Unit will evolve.

The Centre for Open Studies consists of two schools, namely the School of General Studies and the School of Business, Rural and Technical Studies. The School of General Studies conducts courses in Art and Craft, short courses in subjects such as Freelance Journalism and Fiction Writing, Matriculation and Pre-matriculation studies and in Enrichment subjects.

Within the School of Business, Rural and Technical Studies, the Rural Studies unit offers vocational certificate courses in Meat, Food and Public Health Inspection, Pest Control, Horticulture Amenity, Rural Studies, Stock

and Station Agents, Weed Control, and Dairy Technology. In addition short courses are conducted in subjects such as Municipal Landscape, Gardening and Nursery Practice and a number of enrichment subjects. The Business Studies Unit offers some diploma subjects, vocational certificate courses in areas such as Business/Commerce, Industrial Studies, Personnel Studies, Accounting, Banking, Customs, Insurance, Public Service, Commercial Stenography and Police Studies.

The Technical Studies Unit conducts post-trade certificate courses in Automotive Mechanics, Building, Local Government Builders Inspectors studies etc. Vocational courses are offered in Hairdressing and a range of short courses are also provided.

Initially the teaching role of the O.C.F.E. is not expected to expand rapidly. Instead the first few years of operation as an integrated College should see developments in the methodology and team approach concepts of production of distance learning educational material.

4. COURSE DEVELOPMENT

In the field of distance education a wide variety of courses have been developed in the areas of General, Business, Rural and Technical Studies. Lecturing staff are experienced in course writing, the assessment of students' work, and counselling.

Close liaison between course writers and a skilled Production Department has enabled courses of high quality to be prepared. Greater attention to typography, colour, illustration and photography has resulted in the production of courses that are comparable with and, in many cases, superior to those produced either interstate or overseas.

There are a number of staff members skilled in audio and audio-visual techniques, art layout, kit preparation, text illustration and photography. There exists, therefore, the nucleus from which course teams could be established to prepare learning materials using multi-media techniques in an integrated meaningful way.

With the establishment of O.C.F.E. a Working Party has been constituted to recommend on appropriate internal procedures to facilitate course development within the college. Membership of the committee is R. Fairbrother (Convener), K. Copley, D. Keegan, C. Doughty, M. Reed, K. Winn, G. Blair, N. Guerin, R. Thomson, R. James and E. Burge.

The committee will propose a model or system of course development for the O.C.F.E. which will:

- Specify the stages in the course development process.
- Outline the procedures relevant to each stage.
- Detail responsibility for each function of the course development process and for overall co-ordination.
- Provide a system for evaluation of the model and for subsequent modification.
- The committee will submit its recommendations to the Principal on or before 31 July 1979.

APPENDIX C

EXTRACT FROM A SYSTEM FOR PROJECT DEVELOPMENT REPORT OF THE COLLEGE WORKING PARTY ON COURSE DEVELOPMENT JULY 1979

SECTION 3 PRE-AMBLE

The term "Project Development" has been substituted for the earlier term "Course Development".

The Working Party was originally convened to recommend on an appropriate method of course development for the College. It became apparent that just dealing with **course** development alone overlooked the increasing diversity of activities now emerging in the College curriculum.

As well as whole new courses, much time and effort is devoted to revision, modification and adjustment of courses, and the work involved in developing new media materials for existing **courses.***

There is, too, the range of production and other activities which do not necessarily relate to one particular course.

For these reasons it is felt more appropriate to cover all kinds of College initiatives and refer to them as **Projects** .

TWO PERMANENT COLLEGE BODIES

The recommended process calls for the establishment of two permanent College bodies to act as standing committees.

They would be:

1. The Projects Advisory Group (P.A.G.)

2. The Priorities Committee (P.C.)

The Projects Advisory Group provides specialist consultative support to all PROPOSERS and ensures the formulation of the eventual PROPOSAL for presentation to the PRIORITIES COMMITTEE. The P.C. is the body which determines O.C.F.E. priorities.

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*e.g. "Close-up" video series, 1977-78.

OUTLINE OF THE PROPOSED PROCESS

The process consists of a sequence of 5 stages.

1. THE PRELIMINARY STAGE INCLUDES:

   1a INITIATION of an IDEA/PROPOSAL

   1b BRIEFING BETWEEN the P.A.G. and the PROPOSER

   1c ENDORSEMENT, by Principal and Heads, for research

2. THE FORMULATION STAGE INCLUDES:

   2a Establishment of a RESEARCH TEAM

   2b Discussion between RESEARCH TEAM and P.A.G. leading to

   2c presentation of an agreed detailed PROPOSAL to P.C.

3. THE DEVELOPMENT STAGE INCLUDES:

   3a Decision by P.C. APPROVING or NOT APPROVING the project for development as part of the College programme

   3b in the case of APPROVED PROJECTS, establishment of a PROJECT DEVELOPMENT TEAM (usually evolved from the earlier RESEARCH TEAM)

   3c DEVELOPMENT of course materials

   3d PRODUCTION of course components

4. THE IMPLEMENTATION STAGE INCLUDES:

   4a implementation of the Project

   4b advertising, counselling, and enrolments

   4c materials distribution

   4d marking, student support, and administration

5. THE REVIEW STAGE INCLUDES:

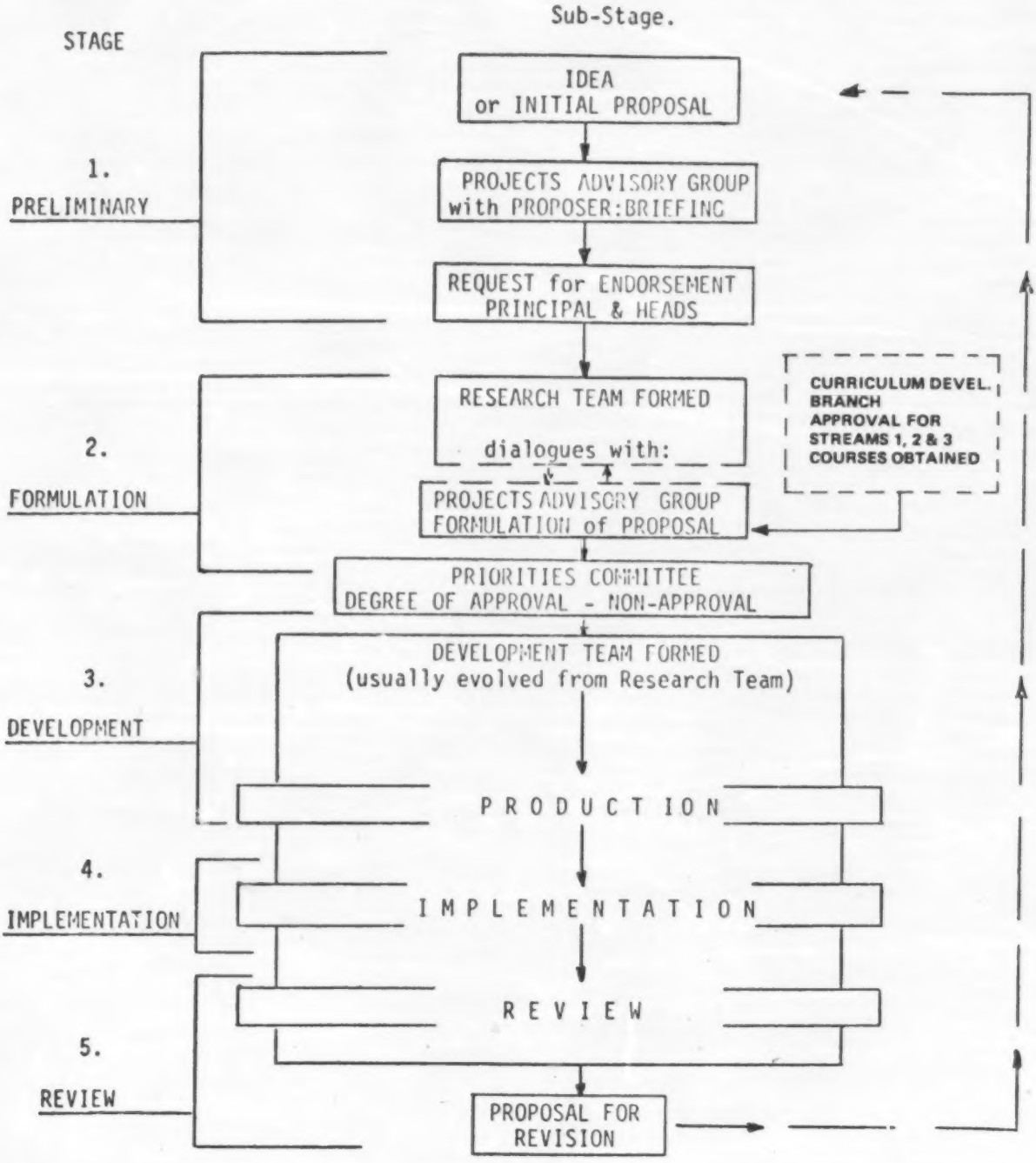
   5a EVALUATION and monitoring student reaction, utilisation

   5b periodic REVIEW of demand, relevance, up-to-dateness

   5c PROPOSAL to modify, or discard all or part of the project, thus returning to the PRELIMINARY STAGE.

A flow chart of this system is set out on the next page.

FLOW CHART OF PROPOSED PROJECT DEVELOPMENT PROCESS



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